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ABSTRACT

Presented as a part of Project PRICE (Programming Retarded in Career Education) for primary through secondary age educable retarded persons, are behavioral objectives for 22 competencies in the areas of daily living skills, personal social skills, and occupational guidance and preparation. It is explained that the competencies should comprise the basic objectives of educational programs for these students. A brief review of the literature preceeds the listing of skills in each area. Examples of subcompetencies of a daily living skill (caring for personal needs) are abilities to dress appropriately, to demonstrate knowledge of physical fitness and nutrition and to demonstrate knowledge of illness prevention and treatment methods. (CL)

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Project PRICE

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DAILY LIVING, PERSONAL-SOCIAL, AND OCCUPATIONAL SKILLS DEVELOPMENT FOR EDUCABLE RETARDED STUDENTS

WORKING PAPER NO. 4

by

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March 1975

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William Hillman, Project Officer
Bureau of Education for the Handicapped
Washington, D. C.

P R E F A C E

The University of Missouri-Columbia was awarded a three-year U.S.O.E. Special Projects Grant on June 1, 1974, from the Bureau of Education for the Handicapped. Labeled "Project PRICE" (Programming Retarded in Career Education), the Project is designed to result in a methodology by which school systems can educate personnel to provide more relevant instruction and supportive services to educable mentally retarded students within a Career Education context.

Project PRICE has three major goals:

(1) To develop an inservice/staff development model to educate regular and special education personnel to provide effective Career Education services to EMR students in K-12 programs;

(2) To identify and develop appropriate types of techniques, materials, and experiences so that school personnel can work more effectively with EMR students in a Career Education context; and

(3) To complete and disseminate the resulting inservice/staff development training program so that it can be utilized throughout the country by school systems desiring to adopt the Career Education approach.

Six Mid-western public school systems are participating in the project to obtain practitioner's input and to provide the opportunity to field test the Project's model, techniques, and materials.

This is the fourth of several working papers to be written and disseminated to professional workers interested in re-directing services and infusing change into educational programs for educable mentally retarded students. Working Paper No. 1 recommended that educable retarded students should acquire twenty-two important competencies before leaving the secondary program. It was suggested that these competencies, which can be divided into three primary curriculum areas, should constitute the basic objectives of educational programs for these students. This working paper is intended to present what we currently conceptualize as the major components (or sub-competencies) of the twenty-two competencies listed and discussed in our

first working paper. We emphasize, however, that the list of sub-competencies and their description presented in this paper is not necessarily all inclusive or final. As our project gains further experience and input, we anticipate there will be several changes in these items and perhaps in the number and nature of the major competencies.

The authors of this publication are three Project PRICE Associates who are presently pursuing graduate degrees at the University of Missouri. Sara McIntosh is an Elementary Education major with a specialization in Special Education, LaNelle Tuoti is a doctoral candidate in Counseling Psychology, and Greg Brown is a doctoral candidate in Special Education. Each has spent a considerable amount of time reviewing literature and gaining input from several sources to delineate and decide upon the sub-competencies presented in this paper.

The information presented herein should be of assistance to those who desire to implement a more comprehensive career education program for retarded students. Future activities of our staff will concern itself with how each of these competencies and sub-competencies can be acquired by the retarded student. The publication is divided into three sections corresponding with our three major curriculum areas: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.

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Donn Brolin
Project Director

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Cooperating Schools

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Flat River, Mo., Public Schools
Milwaukee Public Schools
Minneapolis Public Schools
Montgomery City, Mo., Public Schools
Olathe, Kansas, Public Schools

I.

DAILY LIVING SKILLS

Sara McIntosh

The Daily Living Skills curriculum area covers a broad range of functional skills necessary for independent living in today's society. For the educable mentally retarded student, these skills are intended to provide a means to normalization in living. The competencies of which this curriculum area is composed are skills which every person will need in order to function as an adult on an independent basis. Thus it is vital that instruction in skills for daily living be systematically included in each EMR child's education, rather than taught haphazardly or overlooked entirely. With necessary daily living skills developmentally sequenced and provided for in the curriculum, the student will be more adequately educated for successful living in the adult world after completion of his formal education. The EMR student will require concentrated, direct, and specific instruction and practice in these skills in order to reach a satisfactory level of mastery commensurate with his ability. Thus, the level of mastery for each student for the Daily Living Skills competencies will be dictated by the student's individual ability level. The projected result of instruction in the Daily Living Skills curriculum area should be the student's ability to live as independently as he is able during his adult life.

The daily living skills curriculum area may in many ways be considered as generally distinct from the other two curriculum areas--Personal-Social and Occupational Guidance and Preparation. The Personal-Social area deals with the healthy and appropriate psycho-social development of the individual,

whereas the focus of the Occupational Guidance and Preparation area is directly upon the student's future as an independent contributor and working member in the world of work. Yet, distinct as these three areas seem to be, together they fit into a comprehensive program of essential competencies for the student to prepare him adequately for life. Instruction in all three areas, then, is vital for successful living in the adult world.

The broad curriculum component, Daily Living Skills, is designed as a means of organizing instruction concerning preparation for day-to-day living for the EMR student. As such, it is imperative that the competencies it includes be as current, relevant, and practical as possible to the problems these students will face. With this approach toward the educable retarded student's education, all instruction is intended to focus directly upon the student's future needs as an independently functioning and contributing member of society. Primarily this curriculum area is concerned with the student's development as a consumer, a citizen, and a family member. However, aside from the basic instruction in the Daily Living Skills competencies, each competency can also have possible career implications for the student. Hence, the instructor must be continually alert to the students who show particular ability and/or interest in any of the Daily Living Skills competencies so that vocational possibilities can be encouraged and developed.

The items for instruction included in the Daily Living Skills curriculum area have received support from a number of sources as being important in the educable retarded student's education. One such source is a study conducted by Dinger (1961) who interviewed 100 former special class pupils who had been out of school from 2 to 20 years. One component of the study was to determine these students' perceptions of needs, skills, knowledges, and attitudes that should have been included in their formal education to

adequately prepare them for an adult society and independent living. Most of the items these students mentioned pertain to subjects included in the Project PRICE Daily Living Skills area. Expressed needs included understanding the proper use of banking services; family health; the fundamentals of insurance; transportation techniques; budgeting techniques; city, county, and state agencies and their purposes; credit buying; renting and purchasing of housing; and grooming. Each of these areas, then, was collectively delineated by the former special class students as necessary in the high school curriculum. Other studies have also resulted in exposure of the daily living needs of the educable retarded student that should be taught through formal education. Gary Clark, in his article "Secondary Pupil Needs and Teacher Competencies" appearing in Project Report No. 1 of Preparing Teachers of Secondary Level Educable Mentally Retarded: Proposal for a New Model (Brolin and Thomas, 1971) refers to several studies delineating adolescent retardate needs relating to Daily Living Skills. These include the competencies of self-help and management (Lovitt, 1970), driving skills (Edgerton, 1967), marital integration and compatability (Edgerton, 1967), skills in meeting legal and civic responsibilities (National Commission, 1969; Goro, 1970), budgeting and consumer buying (Edmonston, Leland and Leach, 1968), recreational skills (Goro, 1970), mobility skills (Coles and Piers, 1969), and use of community resources.

The Special Education Project, under the directorship of Donn Brolin, at the University of Wisconsin-Stout, is still another project which conducted research to determine the educational needs of EMR students at the secondary level. The ultimate goal of the Project was to develop a new model for training teachers of secondary level EMR students. In this effort many skills for daily living needed by EMR students were delineated. They include specific competencies in such areas as home management, com-

munity mobility, personal care, money management, and leisure time management. Other areas referred to as necessary for EMR student education, as indicated by the student needs and competencies listed, included the responsibilities involved in American citizenship and in marriage and parenthood (Brolin and Thomas, 1972).

Another source describing competencies related to Daily Living Skills is the "Outcomes Chart" of desired educational outcomes for EMR students at primary through vocational levels, based upon the anticipated persistent life problems these students will face. This sequence of outcomes is the result of a revision by Louis Bransford and Judith Dettre of Oliver P. Kolstoe's Colorado State College "Expected Outcomes Chart." In this hierarchy of outcomes many refer to Daily Living Skills competencies. Specifically, at the vocational level in the area of money management, these include the student's capability to understand bookkeeping and financial record keeping and budgeting, to make out simple tax forms, to relate income to expenses, and to understand installment buying, insurance, credit and financing, and taxes. It also indicates that the student will need to be able to understand measurement in cooking and clothing. Related to family living, the "Outcomes Chart" focuses attention upon such competencies as understanding the obligations of and responsibilities for worthwhile family life, knowing agencies which provide help in family emergencies, and planning house furnishings. Other daily living skills included developing traits of good citizenship, learning to prepare meals and to care for and repai. clothing, understanding basic safety and health practices, and participating successfully in leisure time activities.

Various projects have developed and made available for purchase various instructional materials which focus upon Daily Living Skill competencies considered necessary in the EMR student's curriculum. One of these

projects is "Project MORE," a component of the University of Kansas, Bureau of Child Research. It is based upon the premise that "self-sufficiency in Daily Living Skills is a high priority (for learning)." As such, the developers believe that those behaviors exhibited by EMR students that label them as "different" must be eliminated to further their normalization. Thus, Project MORE has developed a series of instructional units dealing with skills required in daily living that are intended to facilitate the student's normalization. These units are directl related to the PRICE Daily Living Skills Curriculum Area, particularly in the area of personal care. They include "Face Shaving," "Feminine Hygiene," "Use of Deodorant," "Leg and Underarm Shaving," and "Hair Rolling." Other daily living units are "Eating" and "Care of Simple Injuries."

Project ISU, available through the Occupational Training Center in St. Paul, Minnesota, has developed Pre-Vocational Individualized Study Units for special needs students at the secondary level. Study units encompassing daily living skills are included under the categories "Paychecks," "Making the Most of Hard Earned Money," "Banking," "Getting an Apartment," "Transportation," "Body Awareness: Self Concept," and "Grooming." Again, units such as these have been designed in response to a perceived need that the adolescent EMR student require instruction in skills necessary for day-to-day living.

The Daily Living Skills curriculum area recommended by Project PRICE is sub-divided into nine basic competencies. It is these competencies that the student will need to achieve to his maximum potential in order to develop skills necessary for independent living. While these competencies could not be considered the only areas of instruction necessary for the student to achieve successful independent living, they are the competencies that Project PRICE has delineated as the most essential skills needed for successful living on an independent basis. At the same time, they are not

designed to supplant the entire content of EMR academic instruction. It is rather intended that they be meaningfully infused into the existing curriculum. As such, it is recommended that traditional academic skills such as reading and arithmetic be taught as they apply to the various competencies.

The first competency in the Daily Living Skills curriculum area is "Managing Family Finances." This competency is intended to include instruction in the skills required in managing money on a day-to-day basis. As such, it focuses upon the identification of money, budgeting, consumer education, calculating taxes, and using banking facilities. The second competency, "Selecting, Managing, and Maintaining a Home," provides for instruction in responsible home selection, practical home care and maintenance, and basic repair skills. An emphasis upon home safety permeates most aspects of this competency. It is felt that particularly the EMR adult, who probably will be limited in his financial income, may benefit from being able to do much of his home maintenance and repair work himself. "Caring for Personal Needs," the third competency, basically includes the fundamental skills involved in personal grooming and hygiene, as well as recognizing and coping with illness. The fourth competency is "Raising Children, Family Living." It involves instruction regarding responsibilities of marriage and parenthood and concurrently provides for a strong emphasis upon home and family safety practices. "Buying and Preparing Food," the fifth competency, requires instructing the student in the fundamentals of good nutrition, economical meal planning and shopping, safe cooking procedures, and safe cleaning. Competency six, "Buying and Caring For Clothing," is composed of instruction in clothing care, cleaning, and repair, as well as wise consumer practices and tips. The seventh competency, "Engaging in Civic Activities," is directed at teaching the EMR student his

responsibilities and rights as a contributing American citizen. The eighth competency, "Utilizing Recreation and Leisure," is another focus considered essential to the education of EMR students. With shorter work weeks increasing the amount of leisure time available to adults, the student in this competency will learn about the wise use of leisure time and the wide variety of recreational opportunities available to him. Finally, "Mobility in the Community" is the ninth competency in the Daily Living Skills curriculum area. It is composed of skills necessary for safe and competent utilization of public and private transportation.

Each of the nine competencies included as essential components of the Daily Living Skills curriculum area is further divided into sub-competencies. It is the purpose of the remainder of this section to delineate these sub-competencies and broadly determine the skills included in each. For the reader's use, the sub-competencies are intended to be broadly sequenced under each competency from the most fundamental to the most advanced. At the same time an attempt has been made to generally order the content within each sub-competency as to degree of difficulty and complexity.

COMPETENCIES AND SUB-COMPETENCIES

Competency #1: MANAGING FAMILY FINANCES

The student will be able to:

1.1 Identify money and make correct change. In order for the student to be able to successfully manage personal and family finances, a basic ability to identify correct change must be acquired. This component of managing family finances initially involves the student's understanding of what money is and why it is used. Recognition of various coins and the student's correct identification of coins and bills follow. This sub-competency is further developed as the student learns the beginning computational skills of adding and subtracting, and can utilize them in relation to combining and spending money. The student will also need to develop an understanding of the relative value of coins and how to count change correctly. Finally, the student should be taught to make correct change from coins and bills.

1.2 Make wise expenditures. This sub-competency focuses upon the broad area of consumer education that is so vital for independent living. The educable retarded student, in particular, requires a strong background in consumer education in order to successfully manage family finances on a limited income. The student may begin by acquiring an understanding of the value of money, and the difference between necessities and luxuries. The relationship of quantity, quality and price of merchandise should be explored. Understanding of and practice in different means of measurement (linear, liquid, dry, area, weight) for the purpose of comparing prices is also of importance in this area. Students will require instruction in understanding tags and labels for evaluating merchandise, the advantages and disadvantages of discount stores, and the strategy of buying items during store sales. Still other vital components of this sub-competency include knowledge of consumer pitfalls, contracts, and insurance.

1.3 Obtain and use bank and credit facilities. As an independent member of today's society, the educable retarded student will need to learn about bank and credit facilities and the services they provide. Knowledge concerning bank and credit facilities might well begin with the student's understanding of the purpose of a bank and its services, and the value and advantages of saving money. Further, students will need to know what a check is and how it is written, endorsed and cashed. The differences between checking and savings accounts will need to be identified as well as procedures and forms involved in depositing and withdrawing money. Students will also require information concerning borrowing money--the responsibility involved, various places which lend money, how to apply for a loan, and the nature of interest rates. Similar concerns apply to credit buying and charge accounts.

1.4 Keep basic financial records. An essential part of managing finances on an independent basis entails retaining certain financial records. For this sub-competency, students need to be aware of the importance of financial records, which records to keep, and why they should be saved. The purpose of saving sales and credit receipts and merchandise guarantees

should be stressed. Students will also need to be instructed in the procedures involved in balancing bank statements. Various records needed for tax purposes should be identified. Practice in budgeting personal expenses and projected family expenses is still another critical skill to be acquired.

1.5 Calculate and pay taxes. As a working member in today's society, the educable retarded student will be required to calculate and pay government taxes. For this sub-competency students may first be taught the reasons for taxes, what tax money is used for and the different kinds of taxes. Instruction will also be required in the area of computing personal income tax. Finally, students should be instructed concerning where and how to get answers and information concerning income tax questions and problems.

Competency #2: SELECTING, MANAGING AND MAINTAINING A HOME

The student will be able to:

2.1 Select adequate housing. This sub-competency focuses upon the problems involved in the careful selection of suitable housing. Students should be advised as to the options, advantages, and disadvantages of different kinds of housing (home, apartment, trailer, etc.), as well as the issues of buying and renting. Instruction should also be included concerning the nature of utilities, and their costs, as well as deposits, leases, and tenant rights and responsibilities. Students will also need to learn to consider such aspects as accessibility of housing to school, shopping, employment, transportation facilities, and so forth. Resources through which the student may seek help in making a housing decision and closing a transaction should also be delineated. To gain satisfactory employment, the educable retarded student may also find it necessary to consider moving to a new location. The student will need to learn how to weigh the possible financial advantages of increased income against the costs involved in moving. Thus, the various costs involved in the moving process will need to be understood and considered by the student.

2.2 Maintain a home. In order to successfully live independently, the educable retarded student will need to be taught the basic skills involved in maintaining a clean, attractive home. This sub-competency includes such basic skills as washing and drying dishes, setting a table, and sweeping. Also, at an early age children may begin learning the value and importance of keeping their belongings in an orderly manner, and taking responsibility for various minor household tasks. Later, the student will need further instruction concerning the importance, in terms of appearance, sanitation and safety, of maintaining a clean, safe and attractive home. Continued instruction will also be required in the area of cleaning procedures and using cleaning equipment properly. The basics of practical, inexpensive and attractive home decoration should also be included in instruction.

2.3 Use basic appliances and tools. This sub-competency is necessary so that the independently functioning EMR student will be able to use basic home appliances and tools appropriately and safely. At the same time, it is intended that the student be able to make simple improvements and repairs in the home when necessary or desired. Instruction would begin with an introduction to basic appliances and simple tools commonly found in the home, as well as their safe use and care. This introduction would be followed by

opportunity for the student to gain experience using these appliances and tools. Further instruction would involve making various simple repairs, including repair of furniture and appliances. Instruction in simple electrical and plumbing repair may be appropriate for some students. Repair instruction and practice of this nature is particularly needed for the EMR student who may well be functioning on a limited income and not be able to afford to hire a more skilled repairman. Throughout this sub-competency it is of great importance that emphasis be placed upon safety measures when using home appliances and tools.

2.4 Maintain home exterior. As well as maintaining a neat, attractive appearance in the interior of the home, the educable retarded student must learn to understand the importance of an attractive home exterior. This involves knowledge about home upkeep, painting, roofing and so forth, as well as yard maintenance. Thus, the student will need instruction and practice in the skills of mowing, raking, trimming, watering and gardening, and the equipment involved. Also, students need to learn to shovel snow from walks when necessary, and to put salt on icy steps, to maintain a well kept home appearance, and avoid hazardous home conditions. Thus, safety in outdoor home maintenance measures is intended as a major component of this sub-competency as well.

Competency #3: CARING FOR PERSONAL NEEDS

The student will be able to:

3.1 Dress appropriately. Clearly a very basic skill, it is vital that the educable retarded student learn to dress appropriately to independently live in today's society. Initially the child will need to learn to dress himself without assistance. Young children also need an awareness that different kinds of clothes are worn in different weather, and the importance of a neat, clean personal appearance. Later in his education the student will learn in greater detail how to dress correctly, which kinds of clothes to wear during each season, and the sizing system of wearing apparel. Older students must learn that different kinds of dress are appropriate for different occasions. Also, dress variations appropriate to different occupations should receive attention. The student's instruction in this sub-competency will culminate in a study of clothing selection based upon the various colors, patterns, and styles of clothing available and their appropriateness to the wearer and the occasion.

3.2 Exhibit proper grooming and hygiene methods. Basic to caring for personal needs is the area of grooming and hygiene. For the young student, instruction involves learning the skills of tooth brushing, taking care of personal needs, washing hands and face, and keeping the body clean. Children should also learn to cover the mouth when coughing or sneezing, and to keep foreign objects out of ears, eyes, nose and mouth. As the student matures, he should be taught care and cleanliness of finger nails, hair, ears, and eyes. The more advanced skills involved in grooming and personal hygiene involve the use of body deodorant, shaving, hair rolling and make-up. Finally, the student should come to understand the importance of good grooming and hygiene in relation to his career.

3.3 Demonstrate knowledge of physical fitness, nutrition and weight. This sub-competency involves 3 interrelated components of personal appearance and health. To begin with, an introduction to the importance of physical fitness would include learning the major body parts and participating in a program of physical exercise. Nutrition for the young student involves knowing that three meals should be eaten each day, and recognizing common foods and at which meals they are usually eaten. As the child gets older, an introduction to the four basic food groups and the importance of each may be added. In early adolescence, a program of physical fitness should be continued, in which the student learns the value of exercise and gains a realization of different muscles and parts of the body being used in different exercise. Older students will require instruction in the relation of physical fitness and maintenance to future careers and the techniques for proper standing, lifting, pushing, and so forth. For nutrition, the older students also should be taught the relationship of food to good health, and how different foods are important in this way. Finally, the student should be able to demonstrate a wise selection of food. It is important that an understanding of the relationship of food choice, nutrition, and weight control be taught educable retarded adolescents. At the same time, they need to be aware of the importance of weight control and sound weight control principles.

3.4 Demonstrate knowledge of illness prevention and treatment methods. A persisting life problem for all people, health maintenance is vital for the educable retarded student. With mental limitations already present, it is important that these students not be further handicapped by poor health. At the same time, many live in home environments where poor health is not uncommon, and the teaching of good health practices may have been neglected in the home. The young child must learn the dangers of medicine and to stay away from medicine cabinets. Also, the functions of the doctor, nurse, dentist and druggist may be taught, as well as the importance of regular medical and dental check-ups. Older students may begin to learn the identification and prevention of common communicable diseases. The student should also learn how to use and read a thermometer. Further instruction in the prevention and treatment of illness would include the ability to follow a doctor's recommendations correctly, to recognize the danger of "quackery" and home remedies, and to get emergency medical help if needed. The student should be made aware of the various health services available in the community and the facts about medical insurance. An instructional unit should also be included concerning the dangers of cigarettes, alcohol, and drugs, and the cause, effect, and treatment of venereal disease.

Competency #4: RAISING CHILDREN, FAMILY LIVING

The student will be able to demonstrate knowledge of:

4.1 Responsibilities involved in marriage. Many educable retarded students will choose to marry. In doing so it is vital that they be aware of the responsibilities involved in this decision. Students should receive in their education preparation for the adjustments they may find necessary, and the cooperative effort that will be required. The husband/wife roles should be explored as well as the responsibilities of each. Sexual responsibilities in marriage will require explanation as well as the purposes and methods of family planning.

4.2 Child raising procedures (personal care). In order to be prepared for independent living and the possibility of marriage, the educable retarded student must also be prepared for the possibility of children. In this respect, they will need to know how to care for the physical well-being of children. At the youngest levels, children may learn about family relationships and the parent's responsibility for the care of children. How this care varies at different ages may be determined as well. Students may also receive instruction in the various growth and developmental stages of children from infancy to adulthood. In the later stages of education, students should be taught the importance of proper medical attention during pregnancy, and how to obtain it. The physical needs of children at various ages should be clearly understood, as well as way of appropriately meeting those needs.

4.3 Child raising procedures (psychological). While as parents educable retarded students should know how to adequately care for their children's physical well-being, some knowledge is also required concerning the psychological development of children and how to meet their needs in this area. Initially children may learn to understand the various relationships found in the family, and the interdependency of family members. Later, the student will need to identify more specifically the psychological relationships of parent and child, and how they may change and develop as that child matures. Finally, future parents may predict possible family problems that may arise concerning children, and propose solutions for meeting these difficulties. Students must be aware of the need for children's safety as well as psychological growth, and the ramifications of these sometimes opposing concerns.

4.4 Family safety procedures and practices. This topic is a pervading concern in family living, and is, therefore, appropriate for instruction in the educable retarded curriculum. One of the most important and basic safety concerns for students should be fire--its prevention and extinction. At the same time, young children should receive instruction concerning how to get help in case of home emergency. As students get older they may benefit from information about basic first aid principles. Responsibility and proper care for pets is also included as a component of home health and safety. As students and possibly as future parents, the educable retarded must be alerted to common household dangers such as matches, electrical sockets, medicines and chemicals, as well as neighborhood dangers such as playing in the street, associating with strangers, wandering away from home, and so forth.

Competency #5: BUYING AND PREPARING FOOD

The student will be able to:

5.1 Demonstrate eating skills. This sub-competency includes several areas important to educable retarded instruction--how to eat safely, and the basics of good table manners. For instance, in the early stages of education the child should learn the importance of eating slowly and chewing carefully, to prevent choking while eating. The young child should also know that food is not to be played with or thrown. Stress should also be placed upon the teaching of good table manners. Poor skills in this area are often cited as a factor which alienates the educable retarded student

from others. Finally, attention should be given to skills involved in eating appropriately in public places.

5.2 Plan proper meals. Knowledge of basic nutrition will need to be applied for developing skill with this sub-competency. First, the student will require a fundamental understanding of the relationship of food, health, and growth. Through a study of nutrition the student will learn the four basic food groups, the value of each, and the importance of three well-balanced meals each day. As the educable retarded student may very well be functioning on a limited budget, much effort should be spent teaching the student to budget his spending for food wisely and to waste as little of what he buys as possible. Instruction should include the problems of crash dieting as well as overeating in weight control, and the importance of consulting a doctor about dietary problems and question.

5.3 Purchase food. This sub-competency follows closely the planning of proper meals. Assuming that the educable retarded student will be on a somewhat limited financial income, it will be quite necessary that he know how to budget wisely for his food. The mechanics of planning shopping lists from menus will be required, as well as estimating the probable cost of the groceries listed, to compare with budgetary allowances. Students should be alert to the existence of different kinds of food stores and the purposes of each. Other skills will include reading labels to determine content and compare prices, buying fresh foods competently, and knowing various kinds and cuts of meat and their prices and food values. The advantages and disadvantages of buying food in quantity may also be included in instruction.

5.4 Prepare meals. To prepare meals safely the student must first learn the importance of cleanliness in the kitchen: clean hands, utensils, and equipment. Next, the proper use of utensils and equipment, as well as oven, stove, refrigerator and sink should be carefully taught. Students will require information and cautions concerning kitchen safety and fire prevention and extinction. Older students will be taught the basics of counting and measurement as it relates to food preparation, as well as how to read cookbooks and actually prepare food.

5.5 Clean up. In order to be competent in the kitchen, the student will need to realize the importance of kitchen cleanliness, and how to clean the kitchen safely. Initially the child can learn how to wash dishes well, and the correct use of the sink and dishwasher. The proper way to clean and disinfect a garbage can, and the purpose and method of defrosting a refrigerator should also be included. Students should know how to safely clean an oven and stove and how to sanitarily dispose of garbage and spoiled food.

5.6 Store food. Proper food storage is important to efficient home economy as well as good health. The student should be aware of the reasons proper food storage is necessary, and how to recognize different kinds of spoiled food. Educable retarded students will need a working knowledge of what foods require refrigeration, and how long certain foods can remain unspoiled without refrigeration. Proper freezing instruction includes what may be frozen, and how to freeze food properly. Students may also benefit from learning how to can and dry foods properly.

Competency #6: BUYING AND CARING FOR CLOTHING

The student will be able to:

6.1 Wash clothing. This sub-competency is particularly fundamental to clothing care. At a young age children should begin to learn the importance of clean, neat clothing and personal appearance. As students get older and begin to be able to actually wash their clothes, they will need advice and instruction about the various laundry products available; the purposes of each, and what they will actually need to use. Other mechanics of washing clothes would include proper sorting of clothes, the availability of laundromats and how to operate coin operated washers, dryers and dry cleaners. The removal of different kinds of stains is another component to washing instruction.

6.2 Iron and store clothing. As with instruction about washing clothing, this sub-competency focuses upon the fundamentals of clothing care, and includes important skills for the independently functioning adult. The student must be able to skillfully and safely iron his clothing as one means of maintaining his personal appearance. For ironing, students will need to learn and practice how to iron clothes, how to iron safely, and how to use different ironing temperatures appropriately. Finally, instruction will be required concerning why, when, how and where to properly store clothing.

6.3 Perform simple mending. Rather than having to discard torn clothing, the educable retarded student will be financially benefitted if he knows how to repair simple tears. For this sub-competency, the student would need to know the importance of matching thread color, and the mechanics of preliminary pinning and basting. Simple hand-sewing and machine-sewing techniques could be learned by more able students, as well as appropriate stitches for different kinds of tears. As a result, the student should realize the value of mending for his limited income.

6.4 Purchase clothing. Information of this type is necessary preparation for the student's wise consumer buying of clothing. To begin with, the student must have an understanding of what constitutes appropriate clothing for different occasions, so that he will accurately know the kind of clothing he needs. Further, the student should learn how to balance his clothing needs, desires, and budget. Instruction must be included pertinent to reading clothing labels to know fabric content and proper cleaning instructions. Clothing style should be still another concern, as well as a concurrent understanding of what styles most enhance the individual's physical appearance. Students should also receive instruction in the identification of well-made and poorly-made garments, and the possible relation of price to the durability of the article. In purchasing clothing, the availability, timing, advantages and disadvantages of seasonal clothing sales should be identified, as well as the different kinds of clothing stores available. Budgetary limitations must be continually assessed, and the relationship between clothing quality, durability, and price should be understood.

Competency #7: ENGAGING IN CIVIC ACTIVITIES

The student will be able to demonstrate knowledge of:

7.1 Basic local government and laws. As a responsible citizen, it is vital that the individual be aware of the basic governmental system and laws of his local community. Knowledge in this area may also serve as protection for the individual rights of the EMR adult. An understanding of the purpose of laws is important, as well as the effects of laws on various aspects of daily living, and penalties for law disobeyance.

7.2 Basic American government. To be a contributing citizen, the individual must have a basic understanding of the government of this country. The student should have some knowledge concerning the purpose of government, and that in this country government officials are elected or chosen by citizens like himself. An understanding of the three branches of government and their basic purposes, as well as the three levels of government may be included. Also, some knowledge about the purposes of the Declaration of Independence and the U.S. Constitution is desirable.

7.3 Citizenship rights and responsibilities. Initially, as the child learns about his rights as a citizen, it may be beneficial for him to become acquainted with the various "community helpers" and their functions. Later, the student should be made aware of various services in the community that are available to him as a citizen. The Bill of Rights freedoms should receive attention--their function, and their effects upon daily living. Another particular area for instruction includes laws that protect the consumer. Along with the rights of citizenship are citizenship responsibilities. These include initially, obeying traffic signals and regulations as a pedestrian. A knowledge of laws and obeying of laws follows as the student develops greater awareness about their meaning and purpose. The responsibility of taxes is included in this sub-competency as well, and should include a general awareness of the purposes of taxes and how this revenue is utilized. Finally, students need to be impressed with the responsibility of keeping informed about local, state, and federal issues so that they will be responsible voters.

7.4 Registering and voting procedures. A major responsibility of citizenship, voting, is the subject of this sub-competency. For the foundation of understanding this process, students will need a basic understanding of American government, and that it is the responsibility of citizens such as he to elect government officials. Thus, students will become familiar with the value of voting. Voting requirements will need to be determined and explained, as well as the general procedures for voting. Students should also receive preparation in terms of when elections are held, and the purpose and procedures for registering to vote. Instruction in this sub-competency should culminate in instruction and discussion about wise voting, being an informed voter, and the issue implications surrounding voting choices.

7.5 Selective Service information. As a possible occupational choice or citizenship responsibility, the educable retarded student may require information concerning the armed forces. As such, he will need to know the nature of responsibility in enlisting, the differences between the various branches of armed forces, and the opportunities that may be available to

him as a member of the armed forces. Further instruction should include procedures involved in enlisting, the purposes and means of completing a draft card, and how to get further information.

7.6 Rights and responsibilities of handling questioning by the law. In this area, the most important aspect of instruction should be the individual's rights. He should also know how to procure legal aid. Further, some basic knowledge of the U.S. court system may help better prepare him for dealing with the law in this way should the occasion arise.

Competency #8: UTILIZING RECREATION AND LEISURE

The student will be able to:

8.1 Participate actively in group activities. This sub-competency generally focuses upon the skills required in becoming a good group member. It is designed to focus upon many of the social aspects of physical education and recreation and thereby broaden the leisure time possibilities open to the student. In order to be a successfull participant in a group situation it will first be necessary that the student have achieved some degree of success in physical skills used in recreation on an independent basis. Upon that foundation, instruction in successful group participation will be required dealing with rules of good sportsmanship, group cooperation, and fairness. Children should learn the importance of knowing and following the rules of the activity, and the proper care of the equipment used. At the same time, the value of participating actively in a variety of group activities should be stressed.

8.2 Know activities and available resources. In order to utilize his leisure time in the most meaningful ways, it is important that the EMR student be aware of the broad range of recreational activities, as well as the various recreational resources and facilities accessible to him in his particular community. Thus recreational opportunities from many fields such as physical education, art, music, science, and so forth will need to be drawn together and explored by the student. At the same time, students should know generally where various activities are located, that community facilities and equipment must be used safely and responsibly, and the range of cost for various recreational activities.

8.3 Understand recreational values. This sub-competency revolves around the student's comprehension of the value of recreation and its impact on his life. As work weeks shorten, leisure time increases. It is important that students understand the different ways this time can be used and enjoyed. At the same time, students need to be aware of the value of physical fitness and recreation, and their relationship to the enjoyment of leisure time. Concurrently, the individual student's values and those of his family concerning their views of appropriate and practical use of leisure time will need to be explored so that only viable and realistic leisure time options for the individual will be encouraged.

8.4 Use recreational facilities in the community. It is intended that this sub-competency be attained by the actual exposure of students to recreational facilities in the community. Thus, students may learn on a first-hand basis the location of facilities of interest to them, their cost, if

any, and their proper use. A strong emphasis for this sub-competency would also be practical instruction concerning the safe use of all equipment and facilities. With such an orientation, students will be more likely to utilize such facilities independently and successfully.

8.5 Plan and choose activities wisely. Several considerations need to be included before choosing one's leisure time activities. It is the purpose of this sub-competency to expose these for the student's review. This sub-competency will involve a number of decisions by the student. He will have to decide which activities he most enjoys, which will involve an assessment of personal interests and values. Also to be considered are options for single, family, small group or large group participation. Cost of activity is another very important factor to be assessed, especially for the individual on a limited income. Also, the time involved should be another consideration and object for budgeting. The location of the activity may require attention as well, particularly if it will be difficult to arrange for quick, inexpensive transportation. In choosing activities wisely, the student should learn to find and use the newspaper entertainment section as a resource for available activities.

8.6 Plan vacations. In preparation for the availability of several days of leisure time, the student should know how to adequately plan for a vacation. First of all, the purposes of a trip should be defined and weighed in importance against the costs involved. For maximum enjoyment the individual will need to carefully consider costs of the vacation in relation to his budget. Basic costs to be estimated will include food, gas or transportation, lodging, and recreation. The distance of the trip should be considered, and its relation to cost and time. Also, the number of people involved will certainly affect the cost of the vacation. At the same time, students should be well aware that different kinds of lodging charge different rates, and budget accordingly for this variable.

Competency #9: GETTING AROUND THE COMMUNITY (MOBILITY)

The student will be able to:

9.1 Demonstrate knowledge of traffic rules and safety practices. This sub-competency involves the basics of transportation, and is important knowledge for the young pedestrian and the adult automobile driver alike. Knowledge of traffic rules, as conveyed by signs and symbols, begins with an awareness of these signs and their importance to the pedestrian's safety, followed by an understanding of their meaning. Further, students should become skilled in watching for traffic directions of this nature, and obeying them on sight.

9.2 Demonstrate knowledge and use of various means of transportation. Students will need to know methods by which they can travel within the community and between cities. This sub-competency also includes information as to the advantages and disadvantages of the various means of transportation in terms of cost, availability, convenience and time. Other units of instruction should include buying tokens and tickets, getting schedule, price and reservation information, and tipping. At the same time, safety should be an overriding concern in this sub-competency. Safety factors to be considered include boarding and exiting busses and subways, and using turnstiles.

9.3 Drive a car. Many educable retarded students will be able to learn to responsibly operate an automobile, which naturally enhances their degree of independency. To do this, they must learn sound driving practices in a variety of driving conditions and settings. The importance of the health of the driver in terms of coordination, eyesight, reflexes and general health should also be stressed. Students will need instruction and help in understanding the driver's manual, and preparation for the driving test. Students should also know how to apply for and renew a driver's license, and what to do in case of an automobile accident.

II.

PERSONAL-SOCIAL SKILLS

LaNelle Tuoti

The United States Office of Education has recently shown greater interest in relating career education to the educable mentally retarded (EMR) student. Hoyt (1975), in reporting on this policy, stated that the following points will be stressed in a forthcoming government paper now being prepared: (1) that career education is for all people, the mentally handicapped as well as the intellectually gifted; (2) that the focus of education should be on finding meaningful relationships between what the student is asked to learn and his life goals and interests; (3) that the student now leaving school at the secondary level is unequipped with vocational skills, self-understanding, career-decision skills, and necessary work-attitudes; (4) that society's objectives for career education (helping the individual engage in work that is satisfying to him and beneficial to the society) can be related to the student's goal for career education (finding out how to make work satisfying, possible and meaningful); and (5) that protection of the individual's freedom to choose the direction of his future must be ensured.

Project PRICE (Programming Retarded In Career Education) affirms the policies of the United States Office of Education, and, through the Personal-Social domain, expects to show not only how the EMR student may assess his interests, abilities, physical and psychological needs, but also how he may set realistic goals for personal achievement and personal satisfaction, both in work-related experiences and in social situations. In this way, Project PRICE hopes to guarantee these students the right to direct their own lives.

The need for personal-social adjustment has been recognized by others as a goal for EMR students and summarized effectively in a handbook for teachers in California work-study programs (Campbell, 1971). The following goals of the handbook are directly related to the Personal-Social domain in that work-study programs should:

"Lead to the formation of habits enabling pupils to understand themselves and to get along with others.

Lead to the formation of habits promoting emotional security and moving pupils toward independence.

Enable pupils to become adequate members of a family and to become future homemakers.

Enable pupils to express themselves through music, art, and drama and to appreciate and enjoy these and other arts (p. 9)."

In addition, Halpern's (1972) research of work-study programs for EMR students in Oregon indicated that self-concept was rated the highest by work coordinators along with employability (work habits and job search skills) and economic self-sufficiency (including budgeting and purchasing skills) as factors influencing the level of employment. Sex, IQ levels, and cognitive and motor skills were found to be less important to work placement than personal characteristics such as cooperation, responsibility, and motivation. The teachers of the programs agreed that traditional academic subjects were less important than social and pre-vocational instruction in the EMR student's job placement.

Current professional literature has also shown that the retarded students need not only pre-vocational skills (Heiss and Mischio, 1972) but also social skills (Goldstein, 1972) and that interpersonal skills and positive personal characteristics appear to be more important in job placement than IQ or traditional academic achievement (Browning, 1974; Cobb,

1972; Goldstein, 1964; Halpern, 1972; Windle, 1962; Wolfensberger, 1967). The need for social skills was also confirmed by DeVoss (1969) who found that task environments may include social contingencies which operate concurrently with task requirements. Data from the Oregon Rehabilitation Research and Training Center, cited by Browning (1974), have shown that existing and predicted social interaction patterns play significant roles in worker adjustment in transenvironmental programs. Thus, it is imperative that these students' abilities to interact socially are critical to their ability to adjust vocationally.

The professional literature now shows two trends: (1) an increased integration of EMR students into regular classes, and (2) curricula developed especially for these students with a focus almost exclusively on social and pre-vocational skills (Goldstein, 1972; Heiss & Mischio, 1972). The need for the student to function adequately on a personal level, as well as on a worker level, would seem to be beyond question.

That the EMR student can improve significantly in personal-adjustment has been demonstrated. In a 1971 report comparing retarded clients (sample size 26,762) with non-retarded clients (sample size 237,812), the Rehabilitation Services Administration (HEW, No. 29) found that the retarded clients improved more than the non-retarded clients in personal adjustment (approximately 75% to 57% and that the economic improvement was also better (82% to 75%). While a cause and effect relationship cannot be assumed in relating personal adjustment to economic improvement, it can be stated that the student can benefit substantially from understanding himself, his needs, and the realistic ways in which he can meet these needs. It can also be stated that these students can benefit from a greater understanding of their environment which, of course, includes other people.

Since one of the goals of career education is to prepare students for life, this goal is a necessity for the EMR student as well. In the adult environment the EMR adult will be responsible for maintaining himself and his family in work situations where he will be in contact and interact with members of his community who may be more competent in some areas than him. Acquisition of the competencies in the Personal-Social domain should enable the EMR student, as an adult, to carry out his various roles, as a parent, a worker, a family member, and a contributing citizen of his community. But the EMR student also needs to acquire self-confidence as well as realistic assessments of his capabilities, interests, and personality if he is to do this. A knowledge of his own uniqueness will help him discover alternative ways in which he can fulfill his needs and acquire self-esteem and independence which are basic to his future life requirements. By teaching personal-social skills in ways that he may achieve success through demonstrated proficiency in behavioral objectives, his self-concept will be based on attainments and provide a realistic foundation for future aspirations.

In a review of literature done by Browning (1974), self-concept for the EMR student was found to be related to his self-confidence, popularity, achievement and being helpful, loyalty, assertiveness, and awareness of others. Self-acceptance was found to lead to a lesser need for support from others. While Ringness (1961) found less realistic self-concepts by retarded persons, Mayer (1966) found that these self-concepts were not necessarily more negative. Snyder (1966) found that adequate self-concepts were related to high achievement in a study comparing high and low achieving mildly retarded adolescents. It would seem, then, that a more realistic self-concept, based on his achievements, would lead the EMR student toward self-acceptance and independence.

While there are varying reports on anxiety correlates, it has not been shown if the EMR students are more or less anxious than normals in studies of test versus general anxiety, self-concept and anxiety, or anxiety in behavior-problems versus anxiety in behavior models. There have also been varying differences found when comparing the EMR students to the non-EMR students on the level of anxiety related to competition from more anxiety to no difference in the level of anxiety.

Cromwell (1963), from 25-30 studies concluded that EMR students do enter novel situations with a performance level below their constitutional abilities, with fewer tendencies to be moved by failure and with fewer tendencies to increase efforts following mild failure experiences. Zigler (1966, 1962), in 15 studies of the decade from 1957 on, supported the findings of Cromwell and concluded that the EMR student is more outer-directed in looking for direction from others to solve problems as a result of his experiences as a child. Since greater self-acceptance has been found to lead to a lesser need for support from others, the need for the EMR student to understand himself in comparison with others would seem substantiated. Zigler (1962, 1966) has shown that the personality of the EMR student is not rigid, but complex and fluid, no more simple, no more capable of being normalized into one type than is the personality of the average student. Browning (1974), therefore, concluded after his review of the literature, that "no one has been successful to my knowledge in identifying characteristics which are unique to the retarded or those which describe all or even most retardates (p. 60)."

The goal of the Personal-Social domain is to increase the personal adjustment of the EMR student through the competencies of self-awareness, self-confidence, socially responsible behavior, maintaining good interpersonal skills, achieving independence, problem-solving skills, and communi-

cating adequately with others.

The need-surveys of Dinger (1961), Clark (1971), Brolin and Thomas (1972), John (1973-74), Goldstein (1973), the Mesa Project (1974), and the Boise, Idaho project (1971), have been utilized to produce the following list of sub-competencies which are proposed at this time as necessary for the acquisition of competency in the Personal-Social domain.

The sub-competencies are arranged in hierarchical order, beginning with the most basic, and proceeding to the more complex so that differential attainments can be reached as the student progresses through his schooling from K-12. It will be noted that these competencies are important not only for EMR students, but for all students, to enable them to attain their life goals.

COMPETENCIES AND SUB-COMPETENCIES

Competency #10: ACHIEVING SELF-AWARENESS

The student will be able to:

10.1 Attain a sense of body. The student should know how his body looks by studying it in a mirror or tracing it on paper. He should know his eye and hair color, hand and foot size, and realize that he looks uniquely different from anyone else. He should also assess his muscular coordination and know what he can do and what games he can play well. He should know what styles in clothes and hair fashions suit him.

10.2 Identify interests and abilities. He should know what he likes to do and what he is good at. He should also know what does not interest him and what are his lesser abilities. He should be able to identify his major strengths and weaknesses in both areas to obtain a realistic picture of himself in contrast to others around him. He should be able to tell his preferences in food, games, clothing, school subjects, and leisure time reading.

10.3 Identify emotions. He should be able to recognize and label his feelings and recognize feelings in others. He should be aware of body language, facial expressions, and the tones of voices. He should be in touch with his feelings and understand how feelings affect his behavior and others. He should appropriately display love, happiness, disappointment, and anger. He should recognize tension and know how to release it appropriately and should have an outlet for self-expression.

10.4 Identify needs. He should know what his physical and psychological needs are and how these are met. He should understand the importance of honesty, truthfulness, and tolerance and know the difference between spiritual and material values. He should know what is beautiful to him and what he can do to make his room, himself, and his life add to the beauty around him.

10.5 Understand physical self. He should know the physiological changes in boys and girls and exhibit an awareness of sexual facts in preparation for his future sex role. He should understand his responsibility in sexual relationships and his contributions in parenthood.

Competency #11: ACQUIRING SELF-CONFIDENCE

The student will be able to:

11.1 Express feelings of worth. He should be able to tell the areas in which he is adequate and where he is worthwhile. He should be able to evaluate his present interests and achievements, express realistic aspirations, and evaluate how well he achieves his goals. He should develop a positive attitude toward his limitations and capitalize on his relative assets.

11.2 Tell how others see him. He should know what he can do for others and understand what needs others have that he can meet. He needs to know how others see him and what needs he has that they can meet. He needs to have one person he can be close to.

11.3 Accept praise. He should know what he can do to please others, to be accepted, to escape blame, to be loved, and to feel secure. He should know how to be friendly and to belong to groups, and take pride in work accomplished.

11.4 Accept criticism. He should know how to deal with criticism, rejection, tension. He should express perseverance and frustration tolerance in trying new tasks. He should know how to maintain a healthy personality.

11.5 Develop faith in self. He should be aware of the innate dignity within himself and other people and should be able to assert his rights when necessary. He should have a self-concept built on a realistic self-appraisal so that he will know what he can do and how he can meet his physical and psychological needs. He should know how to evaluate when he needs assistance and from whom he can obtain it. He should establish congruence between what he feels and believes and what he shows to others through his behavior.

Competency #12: ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

The student will be able to:

12.1 Know character traits needed for acceptance. He should know the full name of his teacher and at least five other students. He should know what character traits he has that others accept and what ones he accepts in

others. He should understand cheerfulness, willingness, helping and sharing with others. He should know how to participate in social activities, how to eat properly, and how to display courtesy.

12.2 Know proper behavior in public places. He should know how to be quiet, sit still in a bus, order in a restaurant, decide where to go and what to wear, ask where are the restrooms and the drinking fountains, and seek information from waiters and in such places as the information desk in libraries.

12.3 Develop respect for the rights and properties of others. He should know the difference between what is his and what belongs to someone else. He should know how to tell someone he has damaged something belonging to him and to make reparation. He should know how to take turns talking, playing and sharing responsibility. He should know how to display respect for others and gain respect from others.

12.4 Recognize and follow instruction. He should be aware that he is responsible for his own behavior and for his impact on those around him. He should recognize what he can do to assure a good classroom atmosphere, and/or work atmosphere by his cooperation. He should understand the various authority roles people have, such as teachers, parents, policemen, and know how to ask for and follow directions that they give.

12.5 Know his roles. He should make preparation for his various roles as a family member, a classroom member, a worker and community member and be able to identify the roles that others have in these situations. He should seek to understand social structures and group processes, how these effect him, and what he can do as an individual to aid these. He should know the social hazards of drugs and diseases related to indiscriminate sexual behavior and know how these relate to individual and family concerns.

Competency #13: MAINTAINING GOOD INTERPERSONAL SKILLS

The student will be able to:

13.1 Know how to listen, and respond. He should be able to listen attentively to others and to interpret what is said to him. He should know and use common listening and speaking courtesies. He should be able to introduce people to each other and to introduce speakers to the class. He should be able to recite and to recognize good interpersonal skills, to imitate others, and to follow a leader. He should know appropriate responses to friendly and unfriendly approaches from other students.

13.2 Know how to make and maintain friendships. He should be able to respond to requests for help from other students and to request help for himself from other students. He should recognize how important significant others are to him and should understand how personalities vary and effect ways of responding to others. He should receive and communicate ideas so that he achieves a positive impression upon his associates. He should be able to identify the positive traits to which he responds in others and to which they respond in him so that he can get along with others. He should know how to behave when he is disciplined, praised, or misunderstood. He should maintain friendships by doing and accepting favors from others

and should share his experiences, possessions, and ideas with his peers.

13.3 Establish appropriate heterosexual relationships. He should know the process of dating and the appropriate skills involved. He should understand his need for heterosexual attention and affection and what traits to look for in friends of the opposite sex as well as with same-sex friends. He should understand the differences between sex roles and the responsibilities each has regarding who asks whom out, who pays for what, who decides where to go, and how to display appropriate affection and liking for the other person.

13.4 Know how to establish close relationships. He should know how to choose appropriately his own friends in terms of his personal values and ideas. He should be able to display appropriately his affection and to recognize his need to be able to give and take love from others. He should know about the needs and feelings of others and be more responsive to them. He should be able to identify someone to talk to about personal problems. He should be able to develop a better relationship with his parents and exhibit an awareness of family relationships. He should be able to evaluate his goals regarding marriage and children. He should be able to accept and give support to others.

Competency #14: ACHIEVING INDEPENDENCE

The student will be able to:

14.1 Understand the impact of his behavior on others. He should be able to list the responsibility of the teachers and the students in the classroom and demonstrate his understanding of the teacher's need to discipline. He should recognize the need for order in other social or work situations. He should be able to list the responsibilities he has in the class and show how, by appropriate dress, personal appearance, and behavior in studying and interacting with others, he is assuming his responsibilities. He should recognize that what he does influences others and their responses to him.

14.2 Understand self-organization. He should be able to take responsibility for organizing his life in terms of tasks, duties, and commitments to others in relation to the time available to fulfill these. He should recognize that he needs, and should organize, specific times for study, work, and recreation.

14.3 Develop goal seeking behavior. He should develop positive attitudes toward reaching personally set goals and understand his values in developing future realistic goals. He should accept responsibility for his behavior and understand its consequences in relation to his goals and his own future behavior. He should strive to overcome handicaps and continue working toward his goals. He should be able to take a stand and resist coercion.

14.4 Strive toward self-actualization. He should develop habits and attitudes necessary for individual growth. He should understand what he needs to be satisfied economically and set realistic goals of essentials to be earned by work. He should have productive ambitions in his personal

life to continue intellectual and psychological stimulation and development.

Competency #15: ACHIEVING PROBLEM-SOLVING SKILLS

The student will be able to:

15.1 Differentiate bi-polar concepts. He should be able to distinguish between such concepts as good and bad, detrimental and beneficial, positive and negative as they relate to his ideas, plans, values and decision-making skills. He should be aware that each set of alternatives has a wide range of possible connotations and outcomes.

15.2 Understand need for goals. He should understand the need to set goals so that he will not drift along with little purpose in life. He should be able to set realistic goals and plan for present and future roles. He should be able to manage his resources of time and energy. He should be able to get study plans and class schedules which tie in with future aspirations.

15.3 Look at alternatives. Based on his goals, he should be able to seek and find information needed to develop feasible alternatives and understand the basic steps in the decision-making process. He should be able to estimate appropriate steps needed for carrying out these alternatives.

15.4 Anticipate consequences. He should be able to recognize the different kinds of decisions he must make and to be able to evaluate alternatives so that he makes the best solution possible. He should be able to solve hypothetical personal critical problems and tell what to do in emergency situations. He should demonstrate his ability to carry out his plans and evaluate his own success in doing so.

15.5 Know where to find good advice. He should be able to find and secure advice when needed and be able to recognize when he does need it. Based on the alternatives available to him and his plan of action, he should know whether he can use the advice.

Competency #16: COMMUNICATING ADEQUATELY WITH OTHERS

The student will be able to:

16.1 Recognize emergency situations. He should know the difference between urgent sounds and pleasant sounds and recognize the meaning of sirens, fire alarms, and when people are trying to warn him of approaching danger. He should know to whom fires and accidents should be reported.

16.2 Read at level needed for future goals. He should read at a 2.5 grade level as a minimum and be familiar with how to obtain information from newspapers, magazines, telephone directories, and directions on packages and commercial materials.

16.3 Write at level needed for future goals. He should exhibit spelling and writing skills sufficient for social correspondence, for completing job applications, simple forms, and order forms, for purchasing by

mail, and for taking messages by telephone.

16.4 Speak adequately for understanding. He should be able to make consonant and vowel sounds properly with adequate inflections for statements and questions. He should be able to express his thoughts in complete sentences. He should speak in turn, initiating conversation at times, speaking loudly and clearly but without shouting. He should be able to use the telephone, to give and receive messages, to order by phone, to make appointments by phone.

16.5 Understand the subtleties of communication. He should be able to exhibit his ability to make his thoughts and ideas understood verbally or through writing in complete sentences. He should be able to recognize some commonalities in what he has said and what others are saying to him through combining work meanings, vocal intonations, facial expressions, and gestures. He should be able to recognize divergent opinions by the same process.

III.

OCCUPATIONAL GUIDANCE AND PREPARATION

Greg Brown

In our society one of the most important indicators of "success" is the ability to obtain and maintain employment. For adults, work has been and will continue to be one of the single most important activities in their lives. The opportunity to participate in productive work usually requires the ability to obtain and maintain a job in a competitive setting. In addition to the obvious economic needs met through work, other important needs, such as the need for activity and the need for socialization, are often met. The Occupational Guidance and Preparation domain is intended to insure that educable mentally retarded are provided (as are non-retarded individuals) the opportunity to participate in meaningful, satisfying and productive work.

Teachers and others concerned with the mentally retarded have long been aware of the importance of occupational preparation. Many institutions were established for the retarded in the middle of the 19th century as training schools and not as custodial asylums. Early curriculum stressed practical living, sensory training, speech training, self-care, physical and manual training, practical academics and vocational preparation, including both attitude and skill development (Doll, 1972). In this century in cities like Cincinnati, Detroit and New York, work-study classes for the retarded were established (Hungerford, 1964). It is only in the past fifteen years or so that work-study classes have become widespread and even today it is doubtful that the majority of mildly retarded students have an opportunity to participate in any type of work-study experience.

The need for occupational preparation of the mildly retarded has been well documented in the literature. Kolstoe (1972, 1970), Dunn (1973), Jordon (1972) and Smith (1973) have written at length on the need for occupational preparation and guidance. Dunn (1973) has argued that this area should assume an increasingly larger share of the curriculum as students get older, ranging from 5% in the early elementary years, to 30-40% in junior high, and as high as 70% by the end of senior high school. Smith (1973) has suggested that even more time should be devoted to this area.

Dinger (1971) suggests four broad curricular goals for EMR students including the attainment of self-realization, the ability to form desirable human relationships, the attainment of economic efficiency, and the understanding practice of civic responsibility. He further elaborates these with his list of sixteen specific curricular goals. The seventh of these is learning to earn an income that will provide the essentials at an adequate and comfortable level, including choosing the work desired.

The majority of writers on curriculum for the mildly retarded suggest goals that are similar to goals for the non-retarded. In fact, the broad goals are usually identical. But there exists considerable disagreement and confusion about how to best attain these goals for the mildly retarded. Halpern (1974) found that in Oregon great differences existed in the curriculum of the work-study programs he surveyed. He concluded that "although there may be agreement on the broad philosophical goals....the actual methods of implementing such programs are by no means uniform."

Although work-study programs have become more common in the last few years, these programs often emphasize organizational and administrative patterns and not treatment per se. On the basis of an extensive review of the literature and his personal observations Gold (1973) concluded: (1) little connection exists between classroom activities and work activities;

(2) where work experience is a part of the program, training is left to the students' job supervisors; (3) criteria for success are poorly defined; (4) subjective evaluation of student performance by the job supervisor is often the only measure by which the student is judged; and (5) there is a reliance on the creativity and enthusiasm of staff instead of systematic training. Thus, the need for a systematic approach to occupational guidance and preparation appears warranted.

Many surveys of the post-school adjustment of educable mentally retarded students have found the majority to have the ability to secure employment (Dinger, 1961; Peterson and Smith, 1960; Gozali, 1972). Goldstein (1964), after reviewing a number of studies of the vocational status of mildly retarded males found an employability rate of about 80%. However, the nature and satisfactoriness of that employment varies considerably. Heber and Dever (1970) found the retarded to be at the bottom of the scales of occupational and social adjustment. They found the retarded to be employed primarily at unskilled and semi-skilled, low paying jobs and concluded that many, although nominally assimilated into their communities, were not performing at a level "we would set as minimally adequate." Thus, although employed, many of the retarded are working in marginal positions, for inadequate wages--they are underemployed.

The employability of the educable mentally retarded is well documented. Peterson and Jones (1964) provide profiles of 134 different jobs, all of which have been performed by mildly retarded individuals. Kokaska (1971) offers a list of 38 jobs in a variety of crafts and 17 "operative" type jobs in which educable retarded are being trained and placed by school systems.

Those factors which separate the successfully employed from the unemployed or the underemployed among the mildly retarded are primarily non-

intellectual in nature. These include personal appearance and grooming, interpersonal relationships, work habits, etc. (Goldstein, 1973). The importance of these skills and behaviors for a satisfactory occupational adjustment cannot be underestimated.

Baroff (1973) has found the employment potential of the mildly retarded to be highly related to both work habits and interpersonal skills. These primarily learned behaviors are tremendously affected by the opportunities available to develop personal resources.

The competencies and sub-competencies in the Occupational Guidance and Preparation Domain should provide a framework for the development of those resources. Each of these are presented in the remainder of this section.

COMPETENCIES AND SUB-COMPETENCIES

Competency #17: KNOWING AND EXPLORING OCCUPATIONAL POSSIBILITIES

The student will be able to:

17.1 Identify the personal values met through work. He should understand the needs that can be fulfilled through work. These include the personal and social rewards which a good work environment can provide, why people work and be able to differentiate between work and play.

17.2 Identify the societal values met through work. He should understand that occupations relate to the needs and functions of society. He should understand the interdependent relationships between and among workers. He should know that his contribution through work will assist others and contribute to the common good.

17.3 Identify the remunerative aspects of work. He should understand that there are various forms of compensation for work performed; piece rates, salaries, hourly wages, commissions, etc. In addition, he should be familiar with payroll procedures, information on a check stub and withholding procedures. He should be informed about fringe benefits available to employees including vacations, health and life insurance, sick leave policy and retirement benefits.

17.4 Understand there are certain occupational classification systems. He should understand that jobs may be classified in different ways, for example, Hoppoek (1967) classifies them: (a) by activity (selling, welding, typing); (b) by function (health care, construction); (c) by product (automobiles, chemicals); (d) by employer (GM, city government); (e) by personal interests (outdoor, artistic); (f) by prerequisite training (high school,

vocational school). This should provide the student with knowledge of the variety of jobs available to him and with a method which can be used to organize occupational information

17.5 Identify occupational opportunities available locally. He should have an understanding of the diversity of work available to himself and others. He should be aware of the opportunities for employment which exist in his community. He should also be aware that opportunities vary from locality to locality.

17.6 Identify sources of occupational information. He should be familiar with the sources of information essential to inquiring about the general and specific aspects of occupations. These include both formal and informal, oral and written resources. He should be capable of gathering, organizing and evaluating this information so that it will contribute to his career decision-making.

Competency #18: SELECTING AND PLANNING OCCUPATIONAL CHOICE(S)

The student will be able to:

18.1 Identify his major occupational needs. He will be aware of those needs which are of importance to him and which can realistically be met on the job. These needs might include a need for structure, a need for self-expression, a need for social approval, or a need for achievement.

18.2 Identify his major occupational interests. He should be aware of his personal preferences, regarding the different occupational families or occupations that would be appealing to him and within his capabilities.

18.3 Identify his major occupational aptitudes. He should be aware of his own strengths and weaknesses as they relate specifically to his future in the world of work. Again this relates back to occupational classification systems and his abilities to work in different occupations with different demands, e.g., manual dexterity, sociability, reading.

18.4 Identify requirements and demands of appropriate and available jobs. He should be able to understand and identify prerequisite skills and training necessary for specific jobs that may be available to him. He should be aware of the particular physical and psychological stresses associated with each of these jobs. Finally he should be able to recognize that he is more capable of meeting the demands of some jobs than of others.

18.5 Make realistic occupational choice(s). This is the culminating step in the process of occupational choice and requires the student to be able to integrate his knowledge of occupations, specific jobs and his own assets in a systematic and meaningful manner. This sub-competency is a specific and important application of the student's problem-solving skills, competency 15.

Competency #19: EXHIBITING APPROPRIATE WORK HABITS AND BEHAVIORS

The student will be able to:

19.1 Follow directions. He should be able to successfully implement instructions and complete a task as directed. This includes following instructions sequentially, making a transition from one step of a task to another and utilizing the listening skills this sub-competency requires.

19.2 Work with others. This requires the ability to work with a group to achieve a mutual goal and an understanding of the importance of each individual's contribution to the attainment of that goal. He should understand the importance of a cooperative attitude when working with others. He must be able to accept statements made in jest and criticism from his peers.

19.3 Work at a satisfactory rate. He should be able to work fast enough to maintain a competitive standard. At the same time he should know when he might be working too fast. He should be able to concentrate on the task and also vary the speed and tempo of work as necessary. He should demonstrate consistency of effort and show his ability to stick to an assignment.

19.4 Accept supervision. He should be aware of the roles and responsibilities that supervisors assume. This includes awareness of when and how to bring problems to the attention of his supervisor. He should be able to accept both criticism and praise and to work without requiring an inordinate amount of supervision.

19.5 Know the importance of good attendance and punctuality. He should learn the importance of being on time and of maintaining regular attendance on the job. These two, in addition to honesty and loyalty, contribute to his dependability as a worker.

19.6 Meet the demands for quality work. He should be able to understand and meet a standard of acceptable work. He should be able to make judgements regarding an acceptable level of performance on a task. He should be able to concentrate on the task required of him.

19.7 Demonstrate occupational safety. Basic safety principles of occupational safety are closely related to home safety rules. These include a familiarity with common danger signs and symbols. Special safety considerations unique to a particular job setting should be taught along with the specific occupational skills.

Competency #20: PHYSICAL-MANUAL SKILLS

The student will be able to:

20.1 Demonstrate satisfactory balance and coordination. He should be able to climb and descend ladders and stairs and be able to maintain body equilibrium to prevent falling. He should be able to stoop, kneel and crouch. He should be able to coordinate his eye-hand and eye-foot movements.

20. Demonstrate satisfactory dexterity within the realm of his capabilities. He should exhibit both manual and finger dexterity. He should be able to move his fingers rapidly and manipulate small objects. He should be able to move his hands easily and rapidly and be able to pick up and place a variety of objects.

20.3 Demonstrate satisfactory stamina and endurance. He should be able to work for a full eight hours without tiring excessively. He should be able to stand up for a full day if necessary.

20.4 Demonstrate satisfactory sensory discrimination. He should be able to meet the demands for sensory discrimination required by the job. These may include color discriminations, shape and size discriminations and auditory discriminations.

Competency #21: OBTAINING A SPECIFIC OCCUPATIONAL SKILL

No sub-competencies are specified because they would have to be unique to the particular skill being acquired.

Competency #22: SEEKING, SECURING AND MAINTAINING EMPLOYMENT

The student will be able to:

22.1 Search for a job. He should be able to identify and utilize employment resources available to him in his community including such services as the State Employment Service, private employment agencies, want-ads, bulletin boards. He should be able to effectively follow up on leads obtained through his search and make contact with sources of employment. This may require effective communication skills, both telephone and face-to-face as outlined in competency 19.

22.2 Apply for a job. He should be aware of and be able to obtain the information ordinarily required when applying for a job such as social security number, birthdate, names and addresses of references. He should be able to fill out a job application form neatly and legibly.

22.3 Interview for a job. This is a crucial skill which can be effectively taught through simulation and role-playing. The learner should be capable of carrying out a job interview in an effective manner. He should be able to ask questions of the interviewer as necessary. He should also know how to accept and/or reject an offer of employment.

22.4 Adjust to competitive standards. He should be able to discern and maintain acceptable standards in his work. This might include such things as rate of work, quality of work and overall performance on the job.

22.5 Maintain post-school occupational adjustment. He should know how to obtain further training to facilitate promotions or occupational change. He should know the agencies and facilities which provide post-high school training. He should understand and be able to utilize sources of job assistance such as vocational rehabilitation in the event that he encounters problems on the job. He should understand the concept of unem-

ployment, how and why it may occur and its repercussions. He should be aware of sources of assistance such as food stamps and unemployment compensation benefits.

EPILOGUE

The results of the field study regarding which types of school personnel can best meet the Career Education needs of EMR students at the secondary grade levels, competencies and experiences needed, and types of materials and information needed for them to effectively understand and work with such students is completed and currently being analyzed. The results of this study will be reported in our next working paper.

The first inservice workshop is scheduled for May 4-7, 1975, at the University of Missouri. This training will focus on 45 trainers from the cooperating schools who will assist Project PRICE staff in conducting field-based inservice workshops at their schools next Fall and Winter. At least six inservice workshops are contemplated for each school next project year.

Working papers published to date are the following:

- Programming Retarded in Career Education
- Career Education Materials for Educable Retarded Students
- Career Education: Its Implications for the Educable Retarded
- Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students

Those contemplated in the future will focus on the following:

- Preparing School Personnel for Accommodating Retarded Students in Career Education Programs: Results of a Study
- An Inservice Training Model for School Personnel in Better Serving the Career Education Needs of Educable Retarded Students

Those contemplated for the next project year are the following:

- School-Based Resources for Educable Retarded Students
- Community-Based Resources for Educable Retarded Students
- Evaluation of Educable Retarded Students' Competencies

During the first project year (June 1, 1974-May 31, 1975), the PRICE staff has worked closely with each cooperating school's liaison person and several university and national advisors. We have identified and gathered related materials, prepared some training materials, and become familiar with much of the work that has been undertaken around the country. Further work in these areas will be continued in addition to the field workshops during the second project year.

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